



# Indiana Department of Education

Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction

## Title I – 1003(g) School Improvement Grant 2014-2015 School Year Grant Application

**LEAs must submit an application for EACH school applying for 1003(g).**

### Part I: Grantee Information

#### Applicant Information

<b>School Corporation/ Eligible Entity</b>	Monroe County Community Schools		<b>Corp #</b>	5740	
<b>School</b>	Highland Park Elementary		<b>School #</b>	6162	
<b>Superintendent Name</b>	Judith DeMuth		<b>Email</b>	jdemuth@mccsc.edu	
<b>Title I Administrator Name</b>	Carol Gardiner		<b>Email</b>	cgardine@mccsc.edu	
<b>Principal</b>	Margaret Dainton		<b>Email</b>	<a href="mailto:mdainton@mccsc.edu">mdainton@mccsc.edu</a>	
<b>Mailing Address</b>	900 S. Park Square Drive	<b>City</b>	Bloomington	<b>Zip Cod</b>	47403
<b>Telephone</b>	812-825-7673	<b>Fax</b>	812-825-4907		
<b>Total Funding Authorization</b>					

#### Application Type

**Select one of the following options:**

- ☐ Turnaround  
☒ Transformation  
☐ Restart  
☐ Closure

#### Important Dates

<b>Application Release</b>	Release application and guidance to LEAs	March 1, 2014
<b>Technical Assistance Training</b>	Offer technical assistance training to eligible Priority schools	March 20, 2014
<b>Application Due</b>	LEA application must be submitted to IDOE	April 1, 2014
<b>Notification</b>	SEA awards will be published and LEAs notified of 3-Year Awards	April 30, 2014
<b>Funds Available</b>	Funds will be available to grantees	July 1, 2014

## Part 2: LEA and School Assurances and Waivers

The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

- ☒ Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- ☒ Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- ☒ If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements
- ☒ Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- ☒ Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- ☒ Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- ☒ Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected
- ☒ Report to the SEA the school-level data required under leading indicators for the final requirements
- ☒ The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- ☒ This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members

**The LEA must check each waiver that the LEA will implement.**

- ☐ "Starting over" in the school improvement timeline for Priority Title I participating schools implementing a turnaround or restart model.
- ☐ Implementing a school-wide program in a Priority Title I participating school that does meet the 40 percent poverty eligibility threshold.

**Superintendent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Title I Administrator Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Principal Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Staff Members Consulted and Part of the Application Process:

Workgroup Members	
Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Margaret Dainton	Principal
Carol Gardiner	Title I Grant Specialist
Tammy Miller	Director of Elementary Education
Fran Stewart	District Literacy Coach
Brenda Juliovich	District Literacy Coach
Christine Freeman	School Literacy Coach
Sarah Bodie	Kindergarten Teacher
Andria Snyder	3 <sup>rd</sup> Grade Teacher
Jessica Ryan	5/6 Teacher
Pam Morgan	Social Worker

**Consultation with Stakeholders:** List each meeting or other activity held to consult with stakeholders regarding the LEA's application and the implementation of the models in the Tier I and Tier II schools. Indicate the number of members present from each stakeholder group, and the general discussion or feedback at the meeting.

Meeting Topic	Date and Time	Parents /Community	Teachers/Staff	School Administrators	School Board	District Staff	Students	General Discussion or Feedback Received
<i>Example: Student and Parent Forum</i>	3/15/14	25	5	1	1	0	200	<i>Principal discussed elements of SIG and Turnaround Model with group – opened up for public question/comment</i>
Review grant requirements	3/3/14	0	1	1	0	0	0	Discussed building needs, student achievement plan, and the guidelines of the grant
PTO Meeting	3/4/14	6	2	1	0	0	0	Talked with parents regarding the Student Achievement Plan and the needs to implement the plan currently and in the future years
Grant Application	3/12/14	0	0	1	0	1	0	Met to discuss requirements of the grant and how Highland Park could use the money to best help implementation of our Student Achievement Plan
Staff Meeting	3/13/14	0	26	1	0	0	0	Staff meeting regarding implementation of the Student Achievement Plan
Meeting with MCEA	3/31/14	0	1	1	0	1	0	Meeting to discuss and agree upon components of the grant



## Part 4: Needs Assessment and Goals

Complete the table below for your **overall student population, as well as available student groups** (American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education) **that did not pass in English/language Arts and/or mathematics**

Student Groups - ELA	% of this group not passing	# of students in this group not passing	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2014-2015 Goal	SY 2015-2016 Goal	SY 2016-2017 Goal
Example: LEP	75%	52	HIGH - No prior formal schooling; from non-Western culture.	40% passing	45% passing	50% passing
Overall Student Population	27.9%	50	HIGH – Downward trend in student scores in all grade levels last year, need for differentiated instruction.	80% passing	85% passing	90% passing
Special Education	57.1%	20	HIGH – Students require strategies specific to their learning needs.	60% passing	65% passing	70% passing
Free/Reduced Price Meals	30.7%	31	HIGH – Student mobility, low growth on ISTEP+, NWEA	75% passing	80% passing	85% passing

Student Groups - Math	% of this group not passing	# of students in this group not passing	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2014-2015 Goal	SY 2015-2016 Goal	SY 2016-2017 Goal
Example: LEP	75%	52	HIGH - No prior formal schooling; from non-Western culture.	40% passing	45% passing	50% passing
Overall Student Population	29.9%	29	HIGH – Downward trend in student scores over the last three years, students require differentiated instruction	80% passing	85% passing	90% passing
Special Education	66.7%	22	HIGH – Students require strategies specific to their learning needs.	50% passing	60% passing	70% passing

Free/Reduced Price Meals	36.0%	36	HIGH – Student mobility low growth on ISTEP+, NWEA	70% passing	80% passing	85% passing

**Complete the table below regarding key areas of student learning indicators. Include your 2012-2013 data, your goals for 2014-2015, as well as key findings related to this data.**

Student Leading Indicators	2013-2014	2014-2015	Key Findings
1. Number of minutes within the school year that students are required to attend school	78,300	78,300	Longer school day was added in 2011-2012. Even though the minutes were added to the day, using the extra time will be monitored.
2. Dropout rate*	N/A	N/A	N/A
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	97.45	98.00	Attendance is not a major concern, students with multiple absences continue to be a concern.
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	N/A	N/A	N/A
5. Number of students completing dual enrollment classes	N/A	N/A	N/A
6. Number of individual students who completed BOTH an advanced coursework class AND a dual enrollment class. (This number should not exceed the either category total.)	N/A	N/A	N/A
7. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other	SS, LSY, BAS	SS, LSY, BAS	Will continue to monitor how to offer more services.
8. Discipline incidents*	6 days	2 days	With added support from PBIS professional development on universal interventions this number will decrease.
9. Truants (# of unduplicated students, enter as a whole number)	0	0	Will continue to monitor but our work with parents keep our students in school.
10. Distribution of teachers by performance level on LEA's teacher evaluation system. (Please indicate individual number of Ineffective [IN], Improvement Necessary [IMP], Effective [EF], and	N/A	N/A	Our current contract is set to expire in June 2015. The current evaluation model does not have an

Highly Effective [HEF].)			opportunity for evaluators to score teachers on their performance level. In July 2015 we will implement a new evaluation tool created by Dr. Marzano. Each teacher will be given an effectiveness rating in correspondence with this tool.
II. Teacher attendance rate	95%	98%	While teacher attendance rate is not a major concern, quality substitutes are hard to find to implement quality instruction when teachers are absent.

**For the following categories, please demonstrate (1) how the LEA has analyzed specific needs for instructional programs, school leadership, and school infrastructure and (2) justification for the selected interventions for these areas.**

Instructional Programs	
<b>LEA analysis</b>	Highland Park Elementary students participate in a 90 minute reading block where Rigby and Reading with Meaning are the adopted series in use. In addition, some staff received training on the Daily 5 framework and CAFÉ strategies. Envisions is the adopted math curriculum for grades K-5 and Big Ideas is used in 6 <sup>th</sup> grade. An intervention strategy that has been implemented this school year is two designated remediation/intervention times one for ELA and one for math. Students are grouped by ability during these intervention times and they receive instruction on their level to remediate them on the specific essential skills that they have not mastered. Highland Park is beginning to take steps to better define our reading instruction and remediation. Highland Park received a grant to purchase K-2 Fountas and Pinnell Literacy Intervention kits, these kits will help our teachers to target their small group instruction and Tier II.
<b>Justification for Selected Interventions</b>	While the implementation of our intervention time has been successful thus far, teacher preparedness is an area of weakness. A key piece of the funding of this grant would be providing all teachers with specific and explicit teaching instruction. Providing professional development to all teachers would help teachers to take on the teacher leader role and give them the opportunity to collaborate with their colleagues about the training they received. Training to all teachers will verify teachers receive high quality effective instruction.

## School Leadership



<b>LEA analysis</b>	The principal for the 2012-2013 school year was realigned to another school in the district. In 2013-2014 a principal with Central Administration and turnaround experience.
<b>Justification for Selected Interventions</b>	The current principal started in 2013-2014 and has successful turnaround experience.

<b>School Infrastructure</b>	
<b>LEA analysis</b>	The Highland Park school community consists of a school social worker, health aide, and principal in the main office. Four special education teachers and a full time speech pathologist currently serve the Highland Park population. In addition, four paraprofessionals are available for our self-contained special education classrooms and two paraprofessionals are available for inclusion. Highland Park has two kindergarten classrooms, two first grades, three second grade classrooms, two third grade classrooms, one and a half fourth grade classrooms, two fifth grades, and one and a half sixth grades. Two Title I teachers are used to support students in grades K-6, as well as two preventionists and a remediation aide. Early education is valued at Highland Park, a special needs preschool and a Head Start inclusion preschool are a part of the school environment. A new Title I preschool will be added to Highland Park in the 2014-2015 school year. An intervention that will be in place in the 2014-2015 school year is a competency-based structure for grades 4-6. Grades 4 through 6 have consistently required split classes due to enrollment numbers. Teachers have never received effective training on how to teach split classes, as a result scores dropped. Instead of being reactive next year, in a proactive manner, students will be placed in reading and math groups that match their instructional level. In addition, students whose instructional level is behind their assigned grade level will be placed on an intervention plan to ensure that they are caught up.
<b>Justification for Selected Interventions</b>	Currently the staff consists of five major teacher leaders, this grant would provide the funding to begin the work to create an entire staff of teacher leaders. Every teacher in the building would have the explicit professional development to effectively implement reading and math best practice instruction. In addition, our teachers in grades 4-6 would have the opportunity to work together as professionals to fully understand how to implement competency-based learning. The focus is reaching students at their level and facilitating their achievement to reach their highest potential.

## Part 5: Selection of Improvement Model

Based on our findings of the data sources, the LEA is selecting this model for this school:

☐ Turnaround
 ☒ Transformation
 ☐ Restart
 ☐ Closure

**Instructions:** Reflect on the data, findings, root cause analysis, self-assessment and the elements of the four improvement models. As a team, reach consensus, as to the model that is the best fit for the school and that has the greatest likelihood, when implemented, to affect principal leadership, teacher instruction, and student learning.

***Describe how the model corresponds to the data, findings, analysis and self-assessment and led to the selected model.***

This model was chosen because it fits the current needs of Highland Park Elementary. Many interventions have been implemented through the Student Achievement Plan. However, receipt of this grant and use of this plan would provide Highland Park the funds to allow teachers career growth, leadership opportunities, and flexible working conditions. Classroom observation and teacher self-assessment show that high quality professional development is needed for all staff. The transformation model will provide this professional development to all teachers.

***Describe how the model will create teacher, principal, and student change.***

To develop teacher and leader effectiveness:

The new principal has experience in school turnaround and improvement.

1. A rigorous evaluation system based on Marzano's Effectiveness Rubric has been created by teachers and administrators and will take into account data on students growth and multiple assessments.
2. Student data will be used to reward school leaders, teachers, and other staff. Rewards will be provided through classroom grants so that students will feel ownership to their data and accomplishments.
3. An informal survey and teacher self assessment indicates that the staff are in need of high quality, job-embedded professional development that is aligned with competency based instructional program and designed with school staff.
4. In order to ensure highly qualified teachers are retained at Highland Park Elementary, strategies will be implemented that will promote career growth and classroom grant opportunities.

To increase learning time and create community-oriented schools:

1. Extended time was added to the school day in 2011-2012. Additionally, instructional time was increased in the school day in the areas of math and language arts.
2. Indiana University Foundation will begin tutoring opportunities for at least 50 select students once a week. Incentives for families will be provided during the tutoring sessions including meals and free books. The Housing Authority will be providing tutoring opportunities in the section 8 housing areas with technology support using school-supported programs. These opportunities will be offered in the summer and evenings.

To implement comprehensive instructional reform strategies:

1. The reform strategies are based on the data to identify students' needs and
2. Promote the continuous use of student data to inform and differentiated instruction.

To provide operational flexibility and sustained supports

1. Give the school sufficient operational flexibility(staffing, calendars/time, and budgeting).
2. Ensure school receives ongoing, intensive technical assistance, and support from the LEA.

**Part 6: Improvement Model**

Complete the appropriate intervention model of choice and **attach** with LEA and School Data.

## Part 7: LEA Capacity to Implement the Improvement Model

Capacity Task	Yes	No	District Evidence
1. Projected budgets are sufficient and appropriate to support the full and effective implementation of the intervention for three years, while meeting all fiscal requirements and being reasonable, allocable, and necessary.	X		See the proposed budget, which is aligned for effective implementation of the Transformational Model for the duration of the grant. The budget is based on the needs of the school as determined by the School Improvement Plan.
2. The LEA and administrative staff has the credentials, demonstrated track record, and has made a three-year commitment to the implementation of the selected model. <i>Turnaround and Transformation models</i> <ul style="list-style-type: none"> <li>• Ability to recruit new principals through partnerships with outside educational organizations and/or universities</li> <li>• Statewide and national postings for administrative openings</li> <li>• External networking</li> <li>• Resumes provided</li> <li>• Data examined to demonstrate track record</li> <li>• Principal hiring process</li> <li>• Principal transfer procedures/policies</li> </ul>	X		The district level support includes specialists in data-analysis, human resources, research-based best practices. The finished teacher evaluation plan based on Marzano's Teacher Effectiveness Rubric will provide not only a measure of teacher effectiveness but will develop teacher efficacy. The administrative team will participate in the INTASS evaluator training to ensure fidelity in observation and rating of teacher effectiveness. In 2015-2016, every teacher will be evaluated each year with an instrument that provides a pathway to removal if not found to be effective. The staff has been involved and provided input throughout the grant writing process. Full staff meetings and meetings with the leadership team were held to determine the focus for the SIG funds and how the SIG would improve student growth.
3. The School Board is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and operational flexibility, to allow for the full implementation of the selected model. <i>All models</i> <ul style="list-style-type: none"> <li>• School Board Assurances</li> <li>• School Board Meeting Minutes from proposal and or discussion</li> <li>• Supports the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</li> </ul>	X		Letter of Support from School Board President.
4. The superintendent is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and operational flexibility, to allow for the full implementation of the selected model. <i>All models</i>	X		Letter of Support from Superintendent.

<ul style="list-style-type: none"> <li>• Superintendent Assurance</li> <li>• School Board Meeting Minutes from proposal and or discussion</li> <li>• Superintendent SIG Presentation</li> <li>• Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</li> </ul>			
<p>5. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> <li>• Teacher Union Assurance</li> <li>• An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</li> </ul>	X		Letter from Association President.
<p>6. The district has a robust process in place to select the staff for each 1003(g) building.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> <li>• Teacher Union Assurance</li> <li>• An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</li> <li>• Principal ownership in staff hiring process</li> <li>• Detailed and descriptive staff hiring process <ul style="list-style-type: none"> <li>○ Staff transfer policies and procedures</li> <li>○ Staff recruitment, placement, and retention procedures</li> </ul> </li> </ul>	X		<p>Letter from Association.</p> <p>See policy and guidelines of recruitment and selection of certificated staff.</p>
<p>7. District staff has a process for monitoring and supporting the implementation of the selected improvement model.</p> <p><i>All Models</i></p> <ul style="list-style-type: none"> <li>• Professional Development Calendar</li> <li>• Curriculum and Assessment Calendar</li> <li>• Parent Requirements</li> <li>• Monitoring and Evaluation System</li> <li>• Support Process</li> <li>• Data Review</li> </ul>	X		MCCSC has a staff member responsible for professional development activities including producing a weekly professional development calendar. In addition, the district has a continuous and ongoing school improvement process that involves a data and assessment manager that provides data to school in an effective manner. The district level Title I Director will take the lead in organizing the selected providers and will maintain the budget and all the communication and accountability. The federal grant fiscal officer will submit all fiscal reporting.

<ul style="list-style-type: none"> <li>• <i>Special Population Review</i></li> <li>• <i>Fiscal Monitoring</i></li> </ul>			
--	--	--	--

## Part 8: Selection of External Providers

Capacity Task	Yes	No	District Evidence
<p>The LEA has or will recruit, screen, selects and support appropriate external providers.  <i>The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:</i></p>			
(a) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs;	X		<p>MCCSC requires the following to ensure quality external providers:</p> <ul style="list-style-type: none"> <li>• Identifying external providers that are based on the needs assessments and aligns with district and school goals.</li> <li>• A statement of assurance or MOU for services to be fulfilled.</li> <li>• Board of Education approval of applicable MOUS.</li> </ul> <p>Title I Director will manage partnerships with agreements outlining services. District school administrators will conduct ongoing follow up and assessment of effectiveness. Follow-up will include communication to all stakeholders.</p>
(b) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs;	X		<p>Both external providers have been providers to the school district in the past. The providers have a history of timely and effective implementation. Past evaluations on the providers show that all PD activities were highly rated and will work with the district on dates and times based on school needs. In addition, the providers will take.....</p>
(c) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;	X		<p>MCCSC partners with organizations that provide in-kind services to support districts and school goals. The district utilizes other federal resources, grants and district initiatives that align with the grants at Highland Park Elementary. The Title I Director will have at least a weekly presence in Highland Park and will serve as a support to ensure full implementation. The district will support the school leaders in completing any amendments as determined necessary. Regular reviews of finances and resource alignment will be completed by the Director of Title I and the federal bookkeeper. The Title I Office ensures that all data/forms will be submitted as requested by IDOE.</p>
(d) Assessing the services, including, but not limited to: communication, sources of data used to evaluate effectiveness, monitoring of records, in-school presence, recording and reporting of progress with the	X		<p>The common formative assessment data, NWEA, and Aimsweb will be used to compare to prior years. Data will be collected biweekly, quarterly, and as needed respectively. A PD framework will be constructed to show how other funds are</p>

selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs.			involved in the activities with a timeline and evaluation of each PD activity. Besides data, the evaluation plan will include feedback form a representation of all stakeholders.
--	--	--	---

## Part 9: Budget

Complete the budget worksheets (1) including other funding areas and alignment to SIG, and (2) for **each** of the three years of the SIG. Attach with LEA and School Data.

### PRE-IMPLEMENTATION Strategies – Application Year

Describe any pre-grant implementation steps that are being taken during the application year to prepare for Year 1 of SIG.

<b>Principal changes and flexibility</b>	A new principal in the building in the 2013-2014 school year. The new principal has central office experience and successful turnaround experience.
<b>Effectiveness of staff and recruitment/retaining of staff</b>	The current teacher evaluation model allows for teachers to be a part of an improvement plan if classroom observations do not show that the teacher is not effective. As a district, we are currently working on finalizing the Marzano's Teacher Effectiveness Rubric to use as a pilot in the 2014-2015 school year. In 2015-2016 this will be the evaluation tool in place to measure teacher effectiveness.
<b>Building Culture</b>	PBIS is the behavior focus for the entire school. We have a focus on rewarding positive behaviors and teaching what it looks like to follow our Panda Pawsitives at each station in the building. Currently some classrooms hold students responsible to track their own learning, the students that participate in this show intrinsic motivation to meet the goals they set for themselves. Next year, we will expand this strategy to every classroom.
<b>Professional Development</b>	This school year professional development has been provided to three teachers in our building by a certified Marzano consultant on the Art and Science of Teaching. Professional development has been provided by the principal to the staff, on one of the nine design questions, during staff meetings. All of Monroe County Community Schools participate in a delayed start on Wednesday mornings. This delayed start allows the teachers to spend time collaborating on student data and teaching practices to achieve the best possible results for students.
<b>Instructional Programs</b>	Currently Daily 5 is the framework teachers are encouraged to use, however very few teachers in the building have received explicit professional development on this framework. Reading A-Z licenses have been purchased to help teachers differentiate instruction during core reading. Fountas and Pinnell Leveled Literacy Intervention kits were purchased this year with an Early Intervention grant. Teachers will be trained on these kits in May and implementation will begin August 2014. These kits were purchase to help teachers differentiate instruction, as well as provide Tier II resources for our struggling students. In addition, the teachers have received very little professional development on the adopted math series Envisions. During a self-reflection survey teachers expressed frustration with their lack of training to implement the Envisions math series effectively.

## SMART Culture Goal - Year I

Parent and Community	<p>All Highland Park staff will foster a safe, nurturing, and respectful learning/working environment resulting in an increase in stakeholder staff, parents' and students' satisfaction as surveyed May, 2015 with baseline of May, 2014 with a goal of 90% satisfaction by Year 1.</p> <p>Highland Park currently has an active PTO that meets once a month to discuss school activities. The PTO hosts at fall festival, Santa breakfast, and spring carnival. These events bring in a large number of students and their families and are very successful in helping to building our school community. A Title I parent liaison helps to provide information to our families and organizes the two Title I family nights held each year. One of these nights is devoted to math and the other devoted to literacy,</p>
----------------------	--

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
The current principal has turnaround experience and central office experience.	Superintendent	Currently Implemented	0	Replace the principal who led the school prior to implementing the model
Teachers and evaluators will receive training on Marzano's Art and Science of Teaching rubric and how student growth will be used in the summative scoring. Teachers will be able to volunteer to pilot this evaluation model during this school year.	Principal, Director of Elementary Education, Assistant Superintendent	Training and pilot program will be complete by May 2015.	17,000.00	Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement
School staff with increased student achievement will have opportunity to apply for classroom grants to purchase books, supplies, or instructional tools to enhance classroom curriculum.	Principals, and established grant review committee	Grants will be awarded semi-annually.	5000.00	Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not
PBIS training on universal supports for the PBIS team and building team.	Principal, PBIS team	Throughout the 2014-2015 school year.	12000.00	Provide high quality, job-embedded professional development
Specific accomplishments of the school or within the school are formally acknowledged.	Principal	Monthly	0	Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)
Our 4-6 teacher team will participate in a team building retreat to	Principal, Leadership Team	June 2014	1500.00	

build collaboration.				
<p>Monroe County Community schools increased the school day from 375 minutes to 435 minutes in the 2011-2012 school year. Through our Student Achievement Plan Highland Park has taken action to ensure that all learning time is used to its fullest capacity making instructional time the priority. In addition, all teachers will continue to participate in PLCs to ensure learning time for staff.</p>	Principal	<p>Principal will set the schedule at the beginning of the school year and will monitor the schedule throughout the school year to ensure fidelity. PLCs will be required to complete accountability reports weekly.</p>	0	<i>Provide increased learning time for students and staff</i>
<p>Parent teacher conferences will be offered for all students.</p> <p>The office of IU scholarship will provide weekly tutors for Highland Park students. The building literacy coach will provide training to volunteer tutors prior to their tutoring sessions. Tutoring sessions will include students and a parent. Literacy coaches will be recorded to create a library of learning that can be used in future years to train tutors. Transportation will be provided to families from home to school and return.</p> <p>Utilize Comcast Internet Essentials for families to provide internet connections to</p>	<p>Principal</p> <p>Principal, Building Literacy Coach, Transportation Director</p> <p>Principal, Director of elearning</p>	<p>Quarterly</p> <p>Throughout the year</p> <p>Throughout the year</p>	<p>7500.00</p> <p>14,400.00</p> <p>5,000.00</p>	<i>Provide mechanisms for family and community engagement</i>



students in their homes.				
Operational flexibility has been granted to Highland Park. Because of its transformation status, policies and practices mandated by the district will be reviewed and may be waived or replaced with solutions designed to assist Highland Park Elementary School by working the bargaining agents.	Superintendent, Director of Elementary Education, and Principal	On-going	0	<i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i>
District leadership is committed to supporting the identified school by removing district mandates and working with bargaining agents to remove any barriers to meeting the goals outlined in this proposal.	Director of Elementary Education, Principal	On-going	0	<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i>

### SMART Culture Goal - Year 2

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
The current principal has turnaround experience and central office experience.	Superintendent	Currently Implemented	0	<i>Replace the principal who led the school prior to implementing the model</i>
Full implementation of the new teacher evaluation system, including the Art and Science of Teaching rubric. Training for new not present in Year 1.	Principal, Director of Elementary Education, Assistant Superintendent	All teachers will be evaluated and receive a rating of highly effective, effective, needs improvement, or ineffective based on the rubric and student data by May 2016.	10,000.00	<i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i>

School staff with increased student achievement will have opportunity to apply for classroom grants to purchase books, supplies, or instructional tools to enhance classroom curriculum.	Principals, and established grant review committee	Grants will be awarded semi-annually.	5000.00	<i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not</i>
PBIS training on universal supports and Tier II training for the PBIS team and building team.	Principal, PBIS team, Tier II behavior support staff	Throughout the 2015-2016 school year	12000.00	<i>Provide high quality, job-embedded professional development</i>
Specific accomplishments of the school or within the school are formally acknowledged.	Principal	Monthly	0	<i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i>
A leadership team of highly effective teachers will be formed. This team will plan a summer retreat for the staff to build community and climate. The leadership team will attend 2 days and the whole staff will attend 1 day.	Principal, Leadership Team	July 2015	5000.00	
Highland Park will take action to ensure that all learning time is used to its fullest capacity making instructional time the priority. In addition, all teachers will continue to participate in PLCs to ensure ensured learning time for staff.	Principal	Principal will set the schedule at the beginning of the school year and will monitor the schedule throughout the school year to ensure fidelity. PLCs will be required to complete accountability reports weekly.	0	<i>Provide increased learning time for students and staff</i>
Parent teacher conferences will be offered for all students.	Principal	Quarterly	7500.00	<i>Provide mechanisms for family and community engagement</i>
The office of IU scholarship will provide weekly tutors for Highland Park students. The building literacy coach will provide	Principal, Literacy Coach	Throughout the year	14,400.00	

<p>training to volunteer tutors prior to their tutoring sessions. Tutoring sessions will include students and a parent. Literacy coaches will be recorded to create a library of learning that can be used in future years to train tutors. Transportation will be provided to families round trip.</p> <p>Utilize Comcast Internet Essentials for families to provide internet connections to students in their homes.</p>	Principal, Director of elearning	Throughout the year	3,000.00	
Operational flexibility has been granted to Highland Park. Because of its transformation status, policies and practices mandated by the district will be reviewed and may be waived or replaced with solutions designed to assist Highland Park Elementary School by working the bargaining agents.	Superintendent, Director of Elementary Education, and Principal	On-going	0	<i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i>
District leadership is committed to supporting the identified school by removing district mandates and working with bargaining agents to remove any barriers to meeting the goals outlined in this proposal.	Director of Elementary Education, Principal	On-going	0	<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i>

### SMART Culture Goal - Year 3

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
--------------	-----------------------	----------	----------------	---------------------------

The current principal has turnaround experience and central office experience.	Superintendent	Currently Implemented	0	<i>Replace the principal who led the school prior to implementing the model</i>
Removal of teachers with ineffective ratings.	Principal, Director of Elementary Education, Assistant Superintendent	May 2017	0	<i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i>
School staff with increased student achievement will have opportunity to apply for classroom grants to purchase books, supplies, or instructional tools to enhance classroom curriculum.	Principals, and established grant review committee	Grants will be awarded semi-annually.	2,500.00	<i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not</i>
PBIS support training on universal, tier II, and tier III supports.	Principal, PBIS team, Tier 2 & 3 teachers	Throughout the 2016-2017 school year.	7000.00	<i>Provide high quality, job-embedded professional development</i>
Specific accomplishments of the school or within the school are formally acknowledged.	Principal	Monthly	0	<i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i>
A leadership team of highly effective teachers will be formed. This team will plan a summer retreat for the staff to build community and climate. The leadership team will attend 2 days and the whole staff will attend 1 day.	Principal, Leadership Team	July 2016	5000.00	
Highland Park will take action to ensure that all learning time is used to its fullest capacity making instructional time the priority. In addition, all teachers will continue to participate in PLCs to	Principal	Principal will set the schedule at the beginning of the school year and will monitor the schedule throughout the school year to ensure fidelity. PLCs will be required	0	<i>Provide increased learning time for students and staff</i>

ensure ensured learning time for staff.		to complete accountability reports weekly.		
<p>Parent teacher conferences will be offered for all students.</p> <p>The office of IU scholarship will provide weekly tutors for Highland Park students. The building literacy coach will provide training to volunteer tutors prior to their tutoring sessions. Tutoring sessions will include students and a parent. Recorded sessions from the previous two years will be used to train tutors. Transportation will be provided to families from home to school.</p> <p>Utilize Comcast Internet Essentials for families to provide internet connections to students in their homes.</p>	<p>Principal</p> <p>Principal, Literacy Coach</p> <p>Principal, Director of elearning</p>	<p>Quarterly</p> <p>Throughout the year</p> <p>Throughout the year</p>	<p>0</p> <p>14,400.00</p> <p>3,000.00</p>	<p><i>Provide mechanisms for family and community engagement</i></p>
Operational flexibility has been granted to Highland Park. Because of its transformation status, policies and practices mandated by the district will be reviewed and may be waived or replaced with solutions designed to assist Highland Park Elementary School by working the bargaining agents.	Superintendent, Director of Elementary Education, and Principal	On-going	0	<i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i>

District leadership is committed to supporting the identified school by removing district mandates and working with bargaining agents to remove any barriers to meeting the goals outlined in this proposal.	Director of Elementary Education, Principal	On-going	0	LEA and, SEA supports school with ongoing, intensive technical assistance and support
--	---	----------	---	---

### SUSTAINABILITY Culture Goal - Year 4

All Highland Park staff will foster a safe, nurturing, and respectful learning/working environment resulting in 90% stakeholder staff, parents', and students' satisfaction as surveyed May, 2018.

Action Steps	Person(s) Responsible	Timeline	Partnerships	Transformation Principles
The current principal has turnaround experience and central office experience.	Superintendent	Currently Implemented	District Administration	Replace the principal who led the school prior to implementing the model
Removal of teachers with ineffective ratings.	Principal, Director of Elementary Education, Assistant Superintendent	May 2018	Principal, Assistant Superintendent	Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement
During Year 4 we would continue to offer school staff with increased student achievement will have opportunity to apply for classroom grants to purchase books, supplies, or instructional tools to enhance classroom curriculum.	Principal, PTO	Semi- Annually	Parent Teacher Organization would take over	Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not
During Years 1-3 explicit training took place on PBIS, in year 4 the entire staff would have participated and received this training. The PBIS team would ensure that new	Principal	Throughout the year as needed	Trained building personal would administer training.	Provide high quality, job-embedded professional development

teachers were trained and that refreshers were provided to the staff as needed.				
Specific accomplishments of the school or within the school are formally acknowledged.  A leadership team of highly effective teachers will be formed. This team will plan a summer retreat for the staff to build community and climate. The leadership team will attend 2 days and the whole staff will attend 1 day.	Principal  Principal, Leadership Team	Monthly  July 2017	Continued principal involvement and support  Local corporate sponsors would be solicited to help fund this retreat. Data for the success of student achievement from previous retreats would be used to help solicit these funds. In addition, the school PTO would help to provide some funding for the retreat in Year 4 and beyond.	<i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i>
Highland Park will take action to ensure that all learning time is used to its fullest capacity making instructional time the priority. In addition, all teachers will continue to participate in PLCs to ensure ensured learning time for staff.	Principal	Principal will set the schedule at the beginning of the school year and will monitor the schedule throughout the school year to ensure fidelity. PLCs will be required to complete accountability reports weekly.	Current school day schedule allows for this increased student and teacher time.	<i>Provide increased learning time for students and staff</i>
Parent teacher conferences will be offered for all students.  The district goal is to have devices in students' hands by the 2017 school year. Therefore, the district will be able to take over costs on how internet will be provided to low-income families by Year 4.	Principal  Principal, Director of elearning	Quarterly  Throughout the year	Schedule flexibility  District Leadership	<i>Provide mechanisms for family and community engagement</i>

Operational flexibility has been granted to Highland Park. Because of its transformation status, policies and practices mandated by the district will be reviewed and may be waived or replaced with solutions designed to assist Highland Park Elementary School by working the bargaining agents.	Superintendent, Director of Elementary Education, and Principal	On-going	District and Building Leadership	<i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i>
District leadership is committed to supporting the identified school by removing district mandates and working with bargaining agents to remove any barriers to meeting the goals outlined in this proposal.	Superintendent, Director of Elementary Education, Principal	On-going	District and Building Leaders	<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i>

## Part 6: Transformation Model



## SMART Academic Goal - Year I

<b>ELA Academic Goal</b> By spring 2015, 80% of students in grades 3-6 will meet or exceed state standards in ELA as measured by the ISTEP+.	<b>Math Academic Goal</b> By spring 2015, 80% of students in grades 3-6 will meet or exceed state standards in math as measured by ISTEP+.	<b>Other Academic Goal (optional)</b>
---	---	---------------------------------------

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
Principal will lead individual data meetings and team meetings on intervention plans.	Principal	At least quarterly	15000.00	<i>Use data to implement an aligned instructional program</i>
School literacy coach will sweep classrooms to provide coaching on strengths and areas of concern based on "Literacy Look-Fors."	Principal, Building Literacy Coach	Weekly	0	<i>Promote the use of data to inform and differentiated instruction</i>
Purchase Fountas and Pinnell Literacy Intervention kits and organizational centers for grades 3, 4, and, 5 to differentiate instruction.	Building Literacy Coach, Title I teachers	July – September 2014	19000.00	
Fountas and Pinnell training for three staff members on all Literacy Intervention Kits.	Principal	July 2014	12000.00	
Purchase Pearson Math Navigator Intervention System to provide students with targeted interventions and differentiated instruction.	Principal, Building Literacy Coach	July 2014	6000.00	
Teachers will be invited to participate in a summer book club with the book Number Talks.	Principal	June/July 2014	7800.00	

District literacy coaches will conduct monthly “Literacy Look-Fors” training.	Principal, District Literacy Coaches, District Title I Administrator	Monthly	7200.00	<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i>

### SMART Academic Goal - Year 2

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
Principal will lead individual data meetings and team meetings on intervention plans.	Principal	At least quarterly	15000.00	<i>Use data to implement an aligned instructional program</i>
School literacy coach will sweep classrooms to provide coaching on strengths and areas of concern based on “Literacy Look-Fors.”	Principal, Building Literacy Coach	Weekly	0	<i>Promote the use of data to inform and differentiated instruction</i>
Purchase Pearson Math Navigator Intervention System to provide students with targeted interventions and differentiated instruction.	Principal	July 2015	9400.00	
Pearson Math Navigator Intervention System training.	Principals, Building Literacy Coach	Fall 2015	4500.00	
Teachers will be invited to participate in a math summer book club.		June/July 2015	7800.00	

District literacy coaches will use building literacy data to target areas of concerns with “Literacy Look-Fors” and provide training.	Principal, District Literacy Coaches, District Title I Administrator	Quarterly	3200.00	<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i>
---	--	-----------	---------	---

### SMART Academic Goal - Year 3

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
Principal will lead individual data meetings and team meetings on intervention plans.	Principal	At least quarterly	5000.00	<i>Use data to implement an aligned instructional program</i>
School literacy coach will sweep classrooms to provide coaching on strengths and areas of concern based on “Literacy Look-Fors.”	Principal, Building Literacy Coach	Weekly	0	<i>Promote the use of data to inform and differentiated instruction</i>
Teachers will be invited to participate in a math summer book club.	Principal	June/July 2016	7800.00	
District literacy coaches will use building literacy data to provide intensive individual assistance in the target area of concerns with “Literacy Look-Fors.”	Principal, District Literacy Coaches, District Title I Administrator	Monthly	0	<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i>

### SUSTAINABILITY Academic Goal - Year 4

By spring 2018, 90% of students in grades 3-6 will meet or exceed state standards in ELA and Math as measured by the ISTEP+.

Action Steps	Person(s) Responsible	Timeline	Partnerships	Transformation Principles
Principal will lead individual data meetings and team meetings on intervention plans.	Principal	At least quarterly	Scheduling flexibility	<i>Use data to implement an aligned instructional program</i>

<p>School literacy coach will sweep classrooms to provide coaching on strengths and areas of concern based on “Literacy Look-Fors.”</p> <p>Teachers will be invited to participate in a math summer book club.</p>	<p>Principal, Building Literacy Coach</p> <p>Principal</p>	<p>Weekly</p> <p>June/July 2017</p>	<p>Built into Building Literacy Coach’s schedule</p> <p>Title II or Foundation Funds</p>	<p><i>Promote the use of data to inform and differentiated instruction</i></p>
<p>District literacy coaches will use building literacy data to provide intensive individual assistance in the target area of concerns with “Literacy Look-Fors.”</p>	<p>Principal, District Literacy Coaches, District Title I Administrator</p>	<p>Monthly</p>	<p>District Literacy Coaches</p>	<p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i></p>

**2014 – 2015 Cohort V – Initial Application Amendment:** After completing Assurances, please add any areas of implementation pieces as an initial amendment below. For any transformation principles in which IDOE has requested additional information or interventions, please add your pieces below. These will be added as amendments and additions to your original application.

Transformation Principles	Additional Intervention
Replace the principal who led the school prior to implementing the model	
Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement	Highland Park Elementary will pilot the Marzano Effectiveness Rubric for the 2014-2015 school year. Additional coaching days by Marzano Research Lab have been added to year 1 & year 2 to ensure understanding of the expectations set forth in the rubric.
Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not	
Provide high quality, job-embedded professional development	Fund for stipends and additional training have been added to ensure professional development for all parties involved in the implementation of the Fountas and Pinnell LLI kits, Pearson Math Navigator Intervention System, and new evaluation system.
Implement strategies to recruit, replace, and retain staff (financial incentives, promotion, career growth, flexible work time)	
Provide increased learning time for students and staff	Funds for stipends have been added in Year 1, 2, and 3 for the creation of eLearning bundles. These bundles will be available to all students and will allow them continued learning during the breaks throughout the school year. Students will have access to iPads to take home over breaks.
Provide mechanisms for family and community engagement	<p>The Highland Park social worker develops a relationship with the parents, which will contribute to helping them assume appropriate responsibility for the child's educational development. The social worker mobilizes appropriate school and community resources to enable the child to receive maximum benefit from his or her educational program. The social worker serves as the liaison between the school and the community agencies with follow-up service to the student in the school when needed. Pertinent information regarding the student's school adjustment and interpretation of the role of the school is shared with agencies in accordance with the applicable law.</p> <p>Funds have been added to purchase quality reading materials for families. These materials will be provided each time a family attends a tutoring session. The schedule for family events with focused link to learning, besides the events already in place, will be created in partnership with the PTO during the August PTO meeting. An updated schedule can be checked during monitoring visits.</p> <p>Funds for the Real Men Read program have been provided to The Foundation of Monroe County Community Schools by Duke Energy. The program places a male "MENtor" with every kindergarten classroom in MCCSC including Highland Park Elementary. A Parent Coordinator provides Highland Park families support and resources in the following areas: family literacy nights, preschool liaison,</p>

	and communications regarding special events for families.
Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)	Adding two-tenths to each of our special area positions, art, music, and physical education, will give Highland Park the flexibility to ensure academics are the focus when creating the schedule. Currently the sharing of staff between different buildings makes it difficult and in some cases impossible to give academics the priority.
LEA provides operational flexibility (staffing, calendars/time and budgeting flexibility) and sustained support to school with ongoing, intensive technical assistance and support of an External Provider (if applicable)	Title I director will monitor and support the implementation of the Transformation Model.
Use data to implement an aligned instructional program	<p>Adding an assistant principal position at Highland Park Elementary will ensure that data is monitored effectively. Another administrator will guarantee that the priority is on the instructional leadership of the school at all times. The addition of this position for a three year period will allow all staff to receive the training and support to implement the training received with fidelity. Upon the completion of this grant all staff will have received training and support on the initiatives of the school, the duties of a single building leader will be more manageable after the completion of this grant.</p> <p>Data meetings with individual teachers will focus on the achievement of all students. Intervention plan team meetings will focus on the progress of students on intervention plans.</p> <p>Fountas and Pinnell Level Literacy Intervention Kits provide careful text selection with intentional and intensive teaching of strategic differentiated activities for proficient reading. (Fountas and Pinnell, 1996)</p> <p>Pearson Math Navigator is for students who struggle with math and have difficulty with closing the achievement gap. Intervention modules get at the root causes or misconceptions that prevent student progress. These models will align with informing and differentiating classroom and tiered instruction.</p>
Promote the use of data to inform and differentiated instruction	<p>Adding an assistant principal will allow more opportunities to provide teachers with specific feedback that will inform and enhance their instruction. Two instructional leaders will provide staff with the continuous feedback needed to adapt their instruction as they receive training from various educational professionals. Upon completion of this grant, the staff will be trained in its entirety and small focuses on tweaking skills can be accomplished by one administrator.</p> <p>Fountas and Pinnell Level Literacy Intervention Kits provide careful text selection with intentional and intensive teaching of strategic differentiated activities for proficient reading. (Fountas and Pinnell, 1996)</p> <p>Pearson Math Navigator is for students who struggle with math and have difficulty with closing the achievement gap. Intervention modules get at the root causes or misconceptions that prevent student progress. These models will align with informing and differentiating classroom and tiered instruction.</p>

	<i>Data meetings with individual teachers will focus on the achievement of all students including students in special populations. Intervention plan team meetings will focus on the progress of students on intervention plans.</i>
--	--